Subject: \_\_\_Visual Art\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher(s): \_\_Mark Medley\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Standard 1.0**  **Media, Techniques and Processes**  **Students will understand and apply media, techniques, and processes. Course Level Expectations (CLEs)**  The student will  1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium. 1.2 Demonstrate an understanding of the safe and responsible use of art media and tools.  1.3 Create visual art that communicates ideas through the use of media, techniques, and  processes.  1.4 Analyze, synthesize, and evaluate the application of media, techniques, and processes  used to solve visual art problems. | You’ll learn and practice how to use art materials such as watercolor and tempera paint, pastels, and clay.  You’ll learn art techniques such as collage and figure drawing.  You’ll learn about different types of art and what they are made of.  You’ll learn how to complete a four-step critique of any work of art including you own and your classmates. | Art  Medium  Technique | Make art from various mediums, using various techniques, talk and write about works of art especially in the form of a four step critique |
| **Critical Vocabulary**  Art Medium  Sculpture picture plane  Perspective texture  Multimedia fine artist  Collage pastel  Acrylic drawing  pen and ink value  figure drawing  tempera  watercolor |

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| **Standard 2.0 Structures and Functions**  **Students will use knowledge of both structures and functions.**  **Course Level Expectations (CLEs)**  The student will  2.1 Demonstrate an understanding of the elements of art and the principles of design.  2.2 Critique organizational components (structures) and expressive qualities (functions) of a work of art.  2.3 Evaluate the function of a work of art as to utilitarian or intrinsic purposes.  2.4 Apply problem-solving skills to create solutions to a specific visual art task. | You’ll learn the definitions of and see examples of the elements of art in works from art history.  You’ll learn about how works of art are put together and what specific purpose and\or function they serve.  You’ll learn the concept of the intrinsic value of artworks.  You’ll learn how to use art to achieve specific goals. | The elements of art  The principles of design  The four-step critique  Intrinsic value | Students re able to use the elements of art and the principles of design as tools to help them describe and critique works of art including their own and others.  Students will learn about the intrinsic value of art and how art can be used to solve aesthetic problems. |
| **Critical Vocabulary**  Line shape  Form color  texture  space  value  balance  unity  emphasis  variety  emphasis  rhythm  movement  pattern  proportion  architecture  critique  evaluation |

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| **Standard 3.0 Evaluation**  **Students will choose and evaluate a range of subject matter, symbols, and ideas.**  **Course Level Expectations (CLEs)**  The student will  3.1 Demonstrate an understanding of symbols and their origins.  3.2 Evaluate subject matter that reflects personal experiences and environments.  3.3 Analyze selected ideas in a work of art. 3.4 Research and create a series of related work using a range of subject matter, symbols, and/or ideas. | You’ll learn about the origins of early writing systems such as cuneiform and hieroglyphics.  Learn to interpret the theme or message of a work of art –what was the artist trying to say?  Create artwork that reflects these ideas and histories. | Objective versus nonobjective art  Western versus non-western art | Students are able to complete a four-step critique of various works of art  Students are able to use medium to recreate artworks that reflect their own stories and beliefs |
| **Critical Vocabulary**  Hieroglyphics symbol  Classical Renaissance  Logo modernism  Idealism Romanticism  Expressionism abstract  non-objective  objective  journal  describe  analyze  interpret  evaluate  non-western  Egyptian |

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| **Standard 4.0 Historical and Cultural Relationships Students will understand the visual arts in relation to history and cultures.**  **Course Level Expectations (CLEs)**  The student will  4.1 Demonstrate an understanding of how historical and contemporary works of art reflect and influence societies and cultures.  4.2 Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.  4.3 Investigate how history and culture have and will influence the production of art. | Students will learn how history and culture have impacted art of all cultures over the ages.  Students will learn how history and culture are reflected by art even in their own work. | The definition of history, culture, and contemporary | Students will be able to write reflectively on how works of art document the ideas specific cultures and specific times and places. |
| **Critical Vocabulary**  Pre-Columbian  Ice age  Greeks  Romans  Conceptual art  Gothic  Modern  Post-modern  Non-western  Romanticism  Expressionism  Dada  Surrealism |

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| **Standard 5.0 Reflecting and Assessing**  **Students will reflect upon and assess the characteristics and merits of their work and the work of others.**  **Course Level Expectations (CLEs)**  The student will  5.1 5.2 5.3  Reflect on the characteristics and merits of their work and the work of others. Evaluate artworks in order to understand various interpretations. Assess artworks and their meanings by using a variety of criteria and techniques. | You’ll learn how to critique any work art using a four-step critique to describe the work, analyze how its put together, determine the message of the work, and write out your opinion of the work. | The difference between fact and opinion | Students will learn how to critique artworks using a four-step critique to describe the work, analyze how it is put together, its message and your opinion of the work. |
| **Critical Vocabulary**  Critique  Description  Analysis  Interpretation  Evaluation  fact  opinion |

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| **Standard 6.0**  **Interdisciplinary Connections Students will make connections between visual arts and other disciplines.**  **Course Level Expectations (CLEs)**  The student will  6.1 Examine the correlation of materials, technologies, processes, and terminology used in visual art with those used in other disciplines.  6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines. | You’ll learn how the materials and techniques of visual art are used in other areas of learning and working.  You’ll learn how to borrow ideas from other subject areas and put them in to your artwork. | Materials, technologies, processes, and terminology used in visual art | Students will be able to write reflectively the materials and techniques of visual art are used in other areas of learning and working.  Students will learn how to borrow ideas from other subject areas and put them in to your artwork. |
| **Critical Vocabulary**  Graphic design Interior design  Multimedia Architecture  Museum Art gallery  Illustration  Communication design  Art educator  Landscape architect  Photojournalist  Symmetrical  Asymmetrical  Enlightenment  Renaissance  Industrial Revolution  Neoclassica |